

# PROCEDURES FOR REQUESTING ACT TEST ACCOMMODATIONS FOR DAY 1 OF THE MICHIGAN MERIT EXAMINATION (MME) – MARCH 2007 RECEIPT DEADLINE FOR REQUESTS: DECEMBER 1, 2006

## ACCOMMODATIONS SUMMARY TABLE

Before completing any request forms, please refer to the Spring 2007 Michigan Merit Examination (MME) Accommodations Summary Table that is posted at [www.michigan.gov/mme](http://www.michigan.gov/mme). The table will help you choose which form to submit for each student.

## REQUESTING TEST ACCOMMODATIONS

Two **different** request forms may be downloaded from [www.michigan.gov/mme](http://www.michigan.gov/mme). Review the information below to determine which **one** form to complete for each student.

1. ACT-Approved Accommodations: Complete "March 2007 MME Day 1 Request for ACT-Approved Test Accommodations" for students with *diagnosed disabilities* who are *currently* receiving special education and related services described in an Individualized Education Program (IEP) or for students with *current* Section 504 Plans. ACT-approved accommodations are not available for English Language Learners (ELL). ACT must *receive* the forms by December 1, 2006.
2. State-Allowed Accommodations: A student who does not meet the eligibility requirements stated below for ACT-approved accommodations (or whose request for ACT-approved accommodations is denied) may apply for state-allowed accommodations. To do so, submit an "Application for State-Allowed Accommodations." ACT must *receive* the form by January 10, 2007.

## ELIGIBILITY REQUIREMENTS

To be considered for ACT-approved accommodations, students must meet **ALL** of the following requirements:

1. Professionally Diagnosed Disability. The student's disability must be diagnosed by a qualified professional, or team of professionals, whose credentials are appropriate to the disability. Documentation that meets **ALL** the "Guidelines for Documentation" on page 2 must be on file at school.
  - If diagnosed for the **FIRST** time before September 2003, reconfirmation is required within the last 3 years.
  - If **FIRST** diagnosed within the last 12 months, complete written diagnostic documentation must be submitted *with* the request form.
2. Current IEP or 504 Plan must document ALL requested accommodations are provided in school. Submit a copy of the student's *current* IEP or *current* 504 Plan that supports the need for all requested accommodations due to the disability. The student's name and effective dates of the IEP or 504 Plan must appear on the pages submitted. If the plan has been in place **less than 12 months**, full written diagnostic documentation is required.

ACT provides test accommodations in accordance with Title III of the Americans with Disability Act (ADA). Schools provide accommodations under different regulations. Thus, having a diagnosis and receiving accommodations in school do not guarantee ACT approval of those accommodations.

## AUTHORIZATION TO PROVIDE CONFIDENTIAL DOCUMENTATION

Schools are required to provide the necessary information and documentation to support requests for test accommodations. The Michigan Department of Education (MDE) has authorized ACT to collect and review this documentation. All documentation provided to ACT will be kept confidential and will not become part of the student's ACT score record.

## EXAMPLES OF TEST ACCOMMODATIONS

Regular Type and Standard Time. If a student can test in a single session with standard time limits (including standard breaks) and use a regular (10-point) test booklet, but the disability requires other accommodations, ***the school may make such arrangements for MME state testing, without prior consultation with ACT.*** Examples include, but are not limited to:

- assignment to a wheelchair accessible room,
- permission to eat snacks if diabetic,
- permission to use Irlen filters or color overlays.

Examples of accommodations for students with hearing impairments that do **not** require time extensions or ACT approval for MME state testing include:

- a sign language interpreter (not a relative) to sign all spoken instructions (not the test items),
- seating near the front of the room to lip-read spoken instructions,
- a written copy of spoken instructions with visual notification from testing staff of test start, five minutes remaining, and stop times.

Large Type and Standard Time. If a student can test with standard time limits (including standard breaks) but needs a large type (18-point) test booklet, the school must submit a completed request form specifying the test format and time requested.

Extended Time and/or Alternate Formats. If the student's professionally diagnosed and documented disability requires one of the accommodations below, the school must submit a completed request form:

- More than standard testing time
- Testing over multiple days
- Stop-the-clock breaks
- Alternate test formats such as braille, audiocassette, audio DVD, or a reader.

## DEADLINE FOR SUBMITTING REQUESTS

To be considered for March 2007 Day 1 MME testing, requests and all required documentation for ACT-approved accommodations must be **received by ACT no later than December 1, 2006**. The Test Accommodations Coordinator at each school is responsible for gathering all completed requests and submitting them as a group by the deadline *with* a completed Test Accommodations Coordinator Header to:

ACT State Test Accommodations—MI  
301 ACT Drive  
PO Box 4071  
Iowa City, IA 52243-4071  
Phone: 319/337-1788 (voice)  
319/337-1701 (TDD)  
8:30 A.M.—5:00 P.M., central time, M-F

## INSTRUCTIONS FOR COMPLETING THE REQUEST FORM AND PROVIDING REQUIRED DOCUMENTATION

A school official such as a counselor, special education teacher, or principal is to complete a form for **each** student for whom accommodations are requested. **The form may be photocopied as needed.** The request form will NOT be processed if it is missing required information or signatures or is received after the deadline. If any of the information provided is false, ACT reserves the right to cancel scores.

*NOTE: The most frequent reason accommodations are not approved is incomplete or inaccurate information on the request form. Please read and follow instructions carefully.*

### SIDE 1

- A. Student Information.** Student address is required.
- B. Diagnosed Disability.** Check all applicable disabilities as stated in written documentation on file at the school. Consult the guide to selecting the appropriate category based on definitions from Michigan Special Education rules provided on page 4 of this folder.
- C. Test Format Requested.** Documentation of a visual disability is required to support requests for large type test booklets. (Both scannable and large block answer sheets are provided with each large type booklet.)
- D. Time Requested.** Mark the option most similar to the accommodations normally provided at school. ACT will assign a timing code based on the disability and approved test format.
- E. Other Accommodations Requested.** If needed due to the disability, explain in detail and submit supporting documentation. Use the number from the Spring 2007 Michigan Merit Examination (MME) Accommodations Summary Table, if appropriate.

### SIDE 2

- F. Previous Approval of Accommodations on the ACT.** Mark the appropriate answer. If yes, providing the student's Social Security Number will speed processing of this request. If no, complete both sides of the request and submit required documentation.
- G. Diagnosed Disability.** Must be specific. Follow the instructions on the form.
- H. History of Diagnosis.** The diagnosing professional's credentials must be appropriate to the disability. If the disability was identified by an IEP team, list relevant titles and specializations.
- H-a.** If **FIRST** diagnosed before grade 9, complete only the "age or grade of student" when diagnosed. **If FIRST diagnosis was within the last 12 months, submit complete diagnostic documentation with the request form** (see "Guidelines for Documentation" on this page).
- H-b.** If **recently re-diagnosed, there must be a reconfirmation within the last 3 years** by a psychologist, learning disabilities specialist/team, or other qualified professional, or team of professionals, with direct knowledge of the student's disability. A current IEP or 504 Plan on file at the public school may serve as reconfirmation.
- I. Current IEP or 504 Plan on File at School.**
  - I-a.** Indicate the type of plan now on file at the school and attach the required copy. The student's name and effective dates of the IEP or 504 Plan must appear on **all** submitted pages.
  - I-b.** Mark **ALL** school years for which the student has had an IEP or 504 Plan. If the IEP or 504 plan has been in place **less than 12 months**, complete diagnostic documentation is **required**.

- J. School Official's Signature.** Read and sign the statement. (A relative of the student may *not* sign.)
- K. Student/Parent Signature.** *If the student is 18 or older, the student must sign. If the student is younger than 18, his/her parent or legal guardian must sign.* (School official may sign for the parent if approval has been obtained by phone; note "per phone call" and initials.)

## ACT GUIDELINES FOR DOCUMENTATION

Documentation, which must be on file at the school, must be written by the diagnosing professional(s) and must meet **ALL** of these guidelines:

1. **States the specific disability** as diagnosed
2. **Is current** (no older than September 2003)
3. **Describes the presenting problem(s) and developmental history**, including relevant educational and medical history
4. **Describes the comprehensive assessments** (neuropsychological or psychoeducational evaluations), including evaluation dates, used to arrive at the diagnosis:
  - *For learning disabilities*, must provide test results (including subtests), with standard scores and percentiles, from
    - a) an aptitude assessment using a complete, valid, and comprehensive battery,
    - b) a complete achievement battery,
    - c) an assessment of information processing, **and**
    - d) evidence that alternative explanations were ruled out.
  - *For ADD/ADHD*, must include
    - a) evidence of early impairment,
    - b) evidence of current impairment, including presenting problem and diagnostic interview,
    - c) evidence that alternative explanations were ruled out,
    - d) results from valid, standardized, age-appropriate assessments, **and**
    - e) number of applicable DSM-IV criteria and how they impair the individual.
  - *For visual, hearing, psychological, emotional, or physical disorders*, must provide detailed results from complete ocular, audiologic, or other appropriate diagnostic examination.
5. **Describes the functional limitations or impairment (e.g., adverse effect on learning and academic achievement) resulting from the disability**, as supported by the test results
6. **Describes specific recommended accommodations** and provides a rationale explaining how these specific accommodations address the functional limitations
7. **Establishes the professional credentials of the evaluator/diagnostic team**, including information about licensure or certification, education, and area of specialization

Complete details about ACT's policies for documentation of requests for testing accommodations are available on ACT's website at: [www.act.org/aap/disab/policy.html](http://www.act.org/aap/disab/policy.html).

## RELATED INFORMATION

Request forms are processed in the order they are received at ACT. Request forms received after December 1, 2006, will be considered **only** for students who began attending your school *after* November 1, 2006, and **only** if complete. **No new forms will be accepted after January 10, 2007.**

1. Requesting Additional Information. ACT may, at its discretion, request additional documentation to support any request. If ACT has a question, we will contact the Test Accommodations Coordinator at the school. Documentation must be submitted in writing — a fax reply will assist in meeting deadlines.
  - a) If a request originally submitted by the December 1, 2006, deadline is not approved, the student may apply for state-allowed accommodations instead. All Applications for State-Allowed Accommodations must be received at ACT by January 10, 2007.
  - b) If a request originally submitted by the December 1, 2006, deadline cannot be approved by February 16, 2007, and the student does not apply for state-allowed accommodations, the student must test with standard time limits and use a regular type (10-point) test booklet *without* accommodations.
2. Notification of Day 1 Accommodations. ACT will send to the school's Test Accommodations Coordinator an authorized accommodations letter for each student approved for accommodations on the ACT during the MME administration. If a request is not approved, ACT will send written notification to the school along with a copy of the Application for State-Allowed Accommodations and instructions for completing it.
3. Determining Accommodations for Other MME Components: ACT's approval of accommodations applies to Day 1 administration of the ACT **only**. School personnel are advised to use ACT's approval as a guideline for accommodations on other MME parts to the extent that the same accommodations are appropriate to the nature of those tests and consistent with a student's IEP or 504 Plan. There is no request form for accommodations on other parts of the MME.
4. Accommodations Testing Window and Testing Sequence. The MME Day 1 (ACT) accommodations testing window is March 13-27, 2007, for those students who are approved to test with extended time or multiple-day testing. The accommodations testing window for MME Day 2 (WorkKeys and Michigan Math) is March 14-28, 2007, and MME Days 2-4 (Michigan Science and Social Studies) is March 14-30, 2007. A student must complete Day 1 testing before he/she begins Day 2 testing, and complete Day 2 testing before beginning Days 2-4 testing within the window.
5. Assignment of Test Materials. ACT assigns specific test materials (by serial number) to each student for Day 1. **Only the authorized student may use the materials; they may not be used by another student, or transferred to another MME test site.**
6. Administering the Test. ACT will provide specific instructions and will assign a timing code to each student. **Students with different timing codes may NOT be tested in the same room; students approved for a reader's script must test individually; and ACT-approved accommodations must be administered in different rooms than state-allowed accommodations.**

If ACT procedures are not followed, the resulting scores will be cancelled.

7. Preparing for the ACT. *Preparing for the ACT* provides information about the tests and includes a complete practice test in English. Schools have a supply of this free regular type booklet for distribution to students. Many schools have previously ordered a copy of a practice test in braille, large type, or on cassettes for their libraries. If your school does not have copies available, you may order library copies of these alternate format practice tests in English directly from ACT at no charge. You may download an *MME Practice Test – Special Formats* order form from the MME website [www.michigan.gov/mme](http://www.michigan.gov/mme) beginning September 15, 2006.

## ACT REPEAT TESTING

Students approved for accommodations may, at their option, apply to take the ACT again with the same approved accommodations.

1. During Spring 2007. ACT has adjusted its usual 60-day ACT retest restriction for the MME administration. Grade 11 students who wish to take the ACT with extended time more than once during the spring may do so, as follows:
  - Students who can test with regular type or large type materials with up to 50 percent additional time may request to test with accommodations **once** during the MME accommodations testing window **and** may also apply for ACT Extended Time National Testing on the April 14, 2007, national test date. To apply, students must submit a completed Application for ACT Extended Time National Testing and registration folder postmarked by March 9, 2007.
  - Students whose disabilities require Special Testing (e.g., more than 50 percent additional time, alternate formats, or testing over multiple days) may request to test with accommodations **once** during the MME testing window **and** may also apply for and test via ACT Special Testing during the months immediately before or after MME testing. To apply, students must submit a completed Request for ACT Special Testing. If the student wishes to take the ACT Plus Writing in April, the request must be postmarked by March 9, 2007.
2. During 2007-2008. Students who have been approved for ACT accommodations for the spring MME administration and wish to retake the ACT with accommodations during the 2007-2008 academic year will be eligible for a streamlined request process.

These students will first need to determine which of the following options is appropriate to their disabilities:

- ACT Extended Time National Testing for students who normally use up to 50 percent additional time and regular type or large type test booklets; **or**
- ACT Special Testing for students who normally use more than 50 percent additional time, test over multiple days, or need alternate test formats (e.g., braille, audiocassette, or a reader).

These students will need to submit the appropriate 2007-2008 ACT request form with only Side 1 completed, along with a copy of their authorized accommodations letter from the MME administration of the ACT. This process will eliminate the need for completing Side 2 of the form and will streamline review of the request in light of prior approval.

# GUIDELINE FOR COMPLETING SECTION B OF REQUEST FOR ACT-APPROVED TEST ACCOMMODATIONS

MICHIGAN SPECIAL EDUCATION ELIGIBILITY CATEGORIES	ACT DIAGNOSED DISABILITY (Use these codes to complete Section B on the request form.)
Cognitive Impairment	<b>Other Disability (07),</b> Other (OD), explain side 2, G
Emotional Impairment	<b>Psychological Disability (03),</b> <b>(NOTE: full documentation required)</b> Anxiety Disorder, (AX), explain side 2, G Other Psychological/Cognitive Disability (PD), explain side 2, G
Hearing Impairment <u>or</u> Severe Multiple Impairment – hearing	<b>Physical/Sensory Disability(02),</b> Hearing Impairment (DF), explain side 2, G
Visual Impairment <u>or</u> Severe Multiple Impairment - visual	<b>Physical/Sensory Disability (02),</b> Visual impairment (VI), explain, side 2, G
Physical Impairment <u>or</u> Severe Multiple Impairment – physical or health	<b>Physical/Sensory Disability (02),</b> Motor impairment (PH), explain side 2, G
Other Health Impairment – ADHD or ADD	<b>Cognitive Disability (03),</b> Attention Deficit Disorder/ADHD (AD)
Other Health Impairment – such as asthma, diabetes, heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia	<b>Other Disability (07),</b> Other (OD), explain side 2, G
Other Health Impairment - epilepsy	<b>Physical/Sensory Disability (02),</b> epilepsy or seizures (EP)
Speech and language impairment	<b>Other Disability (07),</b> Other (OD), explain side 2, G
Specific Learning Disabilities (SLD):	
- Oral expression or listening comprehension	<b>Learning Disability (01),</b> Other Learning Disability (LD), explain side 2, G
- Basic reading or reading comprehension	<b>Learning Disability (01),</b> Developmental reading disorder/dyslexia (DY)
- Mathematics calculation or mathematics reasoning	<b>Learning Disability (01),</b> Developmental Arithmetic Disorder (DA)
- Written expression	<b>Learning Disability (01),</b> Developmental Writing Disorder/Written Expression (DW)
Autism	<b>Other Disability (07),</b> Other (OD), explain side 2, G
Traumatic Brain Injury	<b>Other Disability (07),</b> Other (OD), explain side 2, G